

Rhode Island Reading First Institute
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Supporting Vocabulary Development

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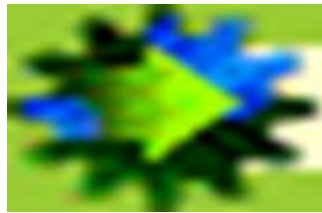
Organizing Questions

1. Why is vocabulary development important?
What does the research tell us about vocabulary development?
2. How do we teach/support vocabulary development effectively and efficiently?
3. How do we select, evaluate, enhance, and implement effective vocabulary instructional strategies and programs?

Organizing Questions

1. Why is vocabulary development important? What does the research tell us about vocabulary development?





Importance of Vocabulary

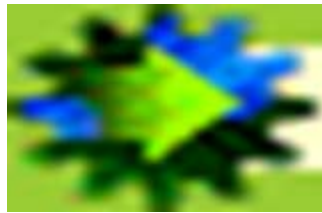
Beginning readers should develop a rich and functional vocabulary.

“Our knowledge of words ...determines how we understand texts, define ourselves for others, and define the way we see the world.”

(Stahl, 1999)

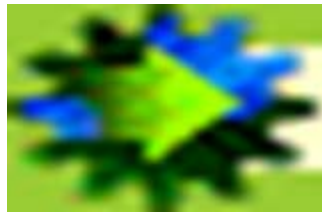
Oral vocabulary at the end of first grade is a significant predictor of reading comprehension ten years later.

(Cunningham & Stanovich, 1997)



Importance of Vocabulary

- Importance of vocabulary knowledge to school success, in general, and reading comprehension, in particular, is widely documented.
(e.g., Becker, 1977; Anderson & Nagy, 1991)
- The National Research Council (1998) and National Reading Panel (2000) recently concluded that vocabulary development is a fundamental goal for students in the early grades.
- **However**, very little instructional time is devoted to vocabulary development in the primary grades.
(Biemiller, 2001)



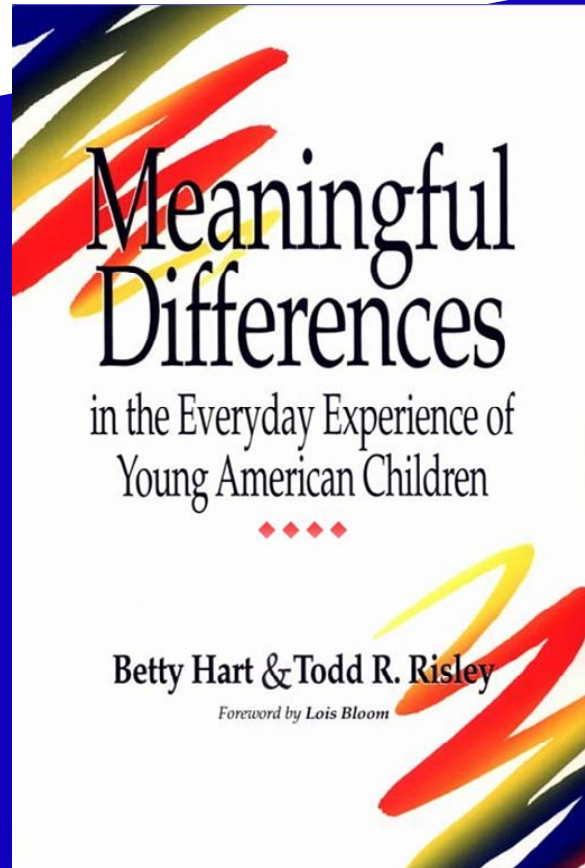
Importance of Vocabulary

What we know from research:

- Children enter school with meaningful differences in vocabulary knowledge as a result of differences in experiences and exposure to literacy and language activities. (Hart & Risley, 1995)
- The vocabulary gap grows larger in the early grades. Children who enter with limited vocabulary knowledge grow much more discrepant over time from their peers who have rich vocabulary knowledge. (Biemiller & Slonim, 2001)



Importance of Vocabulary



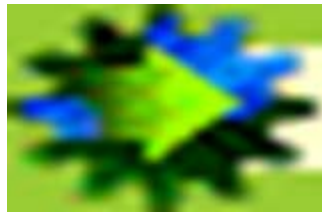


Importance of Vocabulary

“Meaningful Differences”

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	Words heard in 4 years
Group A	616	62,000	3 million	13 million
Group B	1,251	125,000	6 million	26 million
Group C	2,153	215,000	11 million	45 million

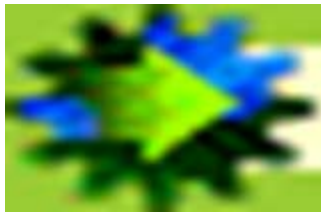
(Hart & Risley, 1995).



Importance of Vocabulary

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Importance of Vocabulary

Differences in Vocabulary Growth

Student A

2 words per day



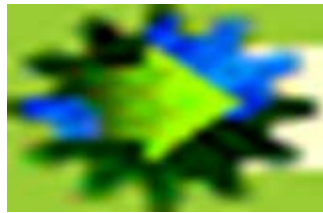
750 words per year

Student B

8 words per day



3,000 words per year

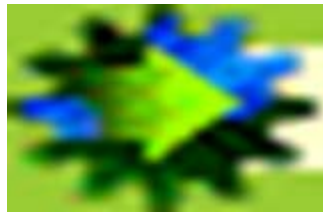


Vocabulary Knowledge

What does it mean to know a word?

- No knowledge
- General sense
- Narrow context-bound knowledge
- Having knowledge of a word but not able to recall it readily enough to use it in appropriate situations
- Rich, decontextualized knowledge of a word's meaning, its relationship to other words, and its extension to metaphorical uses (Beck, McKeown, & Kucan, 2002)

**Knowing a vocabulary word is
“not an all-or-nothing proposition.”**



“Matthew Effects”

Children who are experiencing reading difficulties are also at risk for falling behind their peers in vocabulary development.

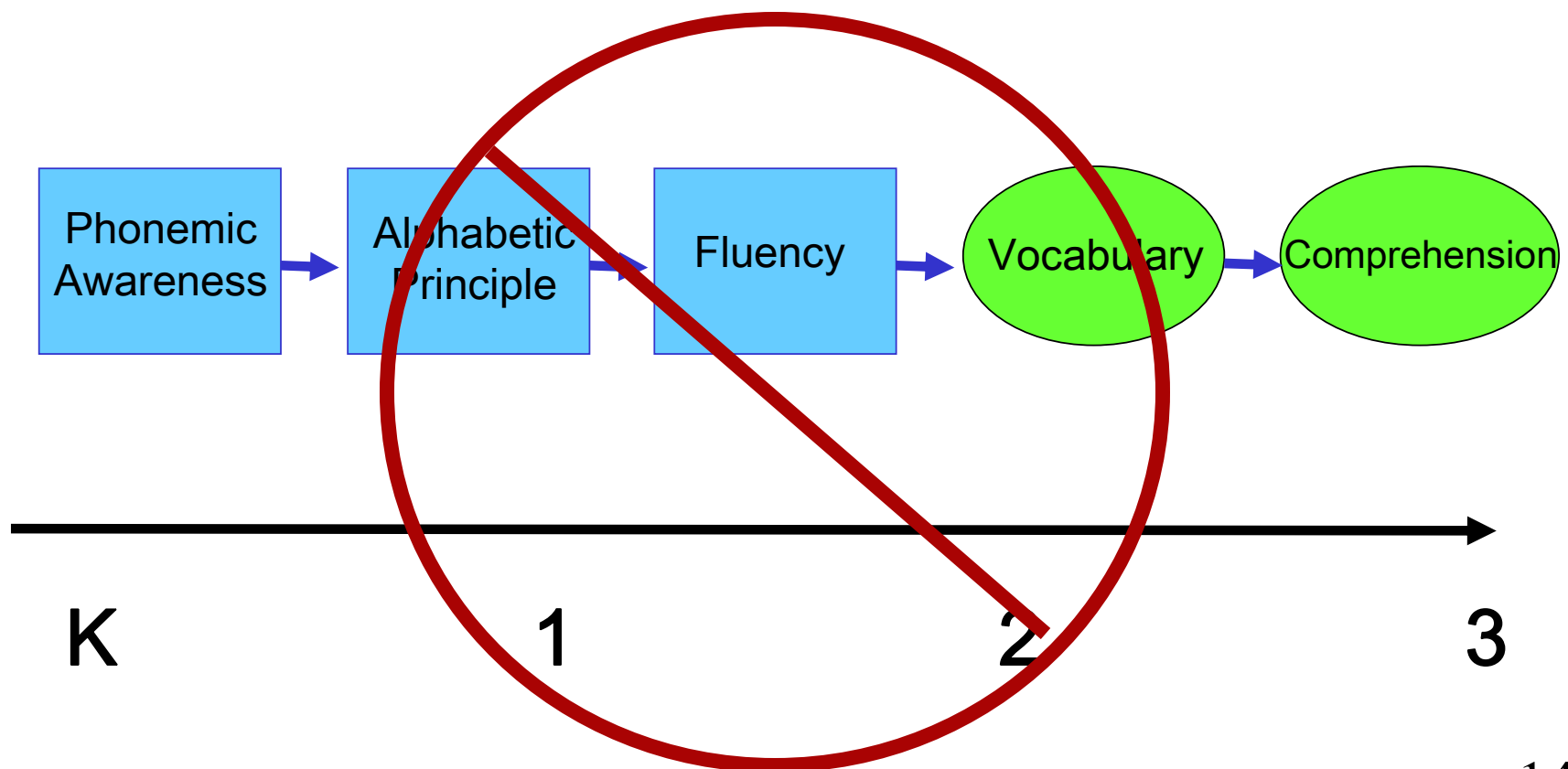
- Children who learn to read easily, enjoy reading, read more, are exposed to more complex and varied vocabulary, learn the meanings of more new words, and exhibit greater comprehension. All of which results in even better reading skills.
- Children who struggle with reading, become frustrated with reading, read less, encounter fewer new words, learn less vocabulary, and understand less of what they read. All of which results in increased risk of reading difficulties.

Organizing Questions

2. How do we teach/support vocabulary development effectively and efficiently?



A Conceptual Framework for Reading/Literacy Instruction



A Conceptual Framework for Reading/Literacy Instruction

Code Based
Instruction



Meaning Based
Instruction



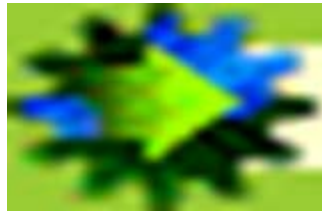
K

1

2

3

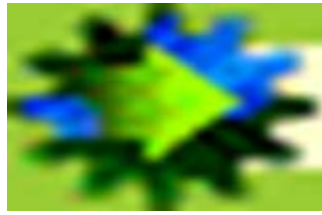
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Vocabulary Instruction

Effective vocabulary instruction:

1. Provides students the skills and opportunities to learn vocabulary independently.
2. Teaches students the meanings of unfamiliar words and concepts.
3. Nurtures an appreciation and consciousness of words and their use.

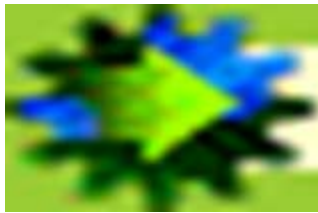


Independent Word Learning

The best way to foster vocabulary growth is to promote wide reading

“Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading.”

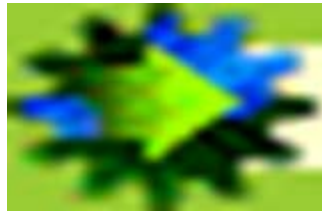
(Anderson & Nagy, 1992, p. 46)



Independent Word Learning

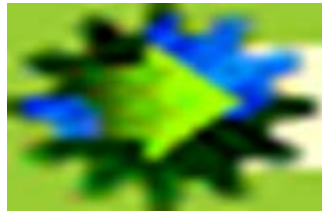
- A student in the 20th percentile reads books .7 minutes a day.
- This adds up to 21,000 words read per year.
- A student in the 80th percentile reads books 14.2 minutes a day.
- This adds up to 1,146,000 words read per year.

Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000



Independent Word Learning

- ***Contextual Analysis*** (using context clues)
 - A strategy readers use to infer or predict a word from the context in which it appears.
- ***Morphemic Analysis*** (using word parts) -
A strategy in which the meanings of words can be determined or inferred by examining their meaningful parts (i.e., prefixes, suffixes, roots)



Independent Word Learning

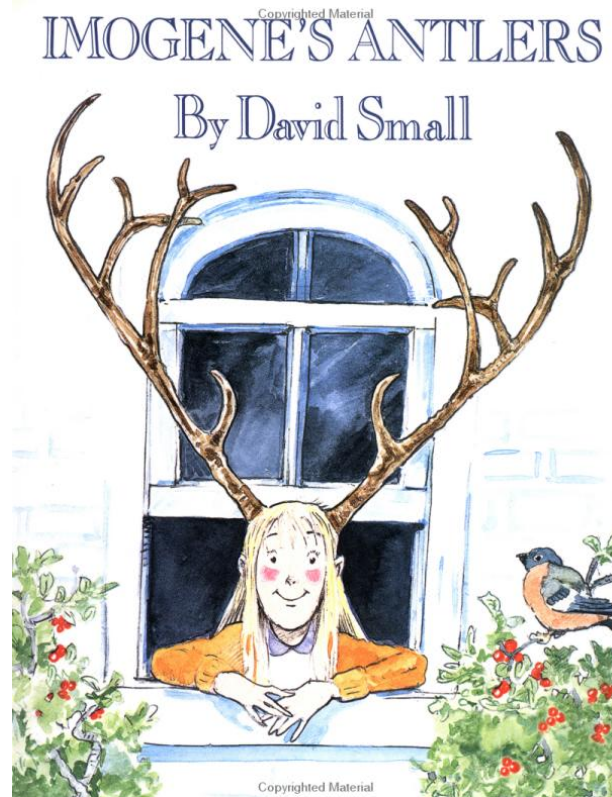
Students learn new vocabulary from oral language experiences like listening to stories read aloud.

(Bus, van Ijzendoorn, & Pellegrini, 1995; Elley, 1989
Neuman & Dickinson, 2001; Whitehurst et al., 1999)

“The relative rarity of the words in children’s books is, in fact, greater than that in all of adult conversation, except for courtroom testimony. Indeed, the words used in children’s books are considerably rarer than those in the speech on prime time adult television”

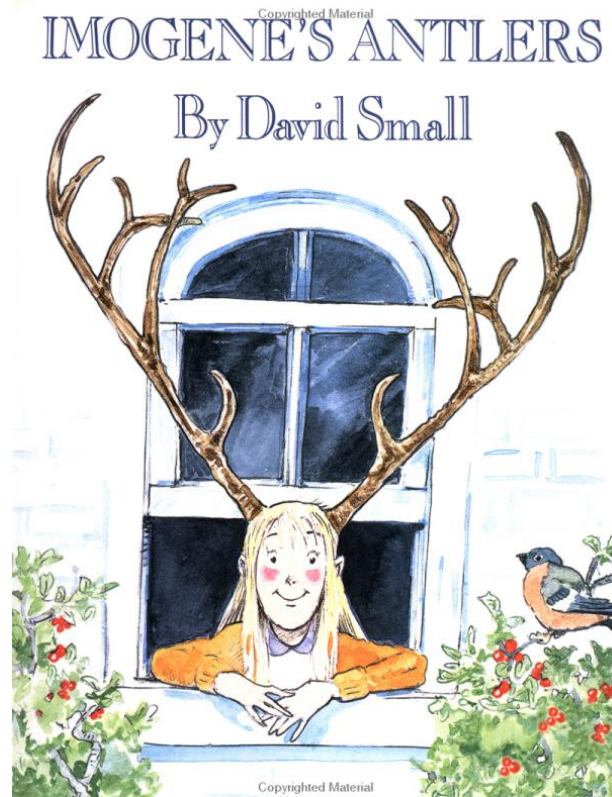
(Cunningham & Stanovich, 1998; Hayes & Ahrens, 1988). 20

Independent Word Learning

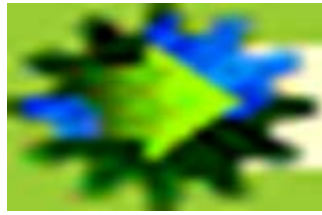


“Her brother, Norman, consulted the encyclopedia, and then announced that Imogene had turned into a rare form of miniature elk!”

Independent Word Learning



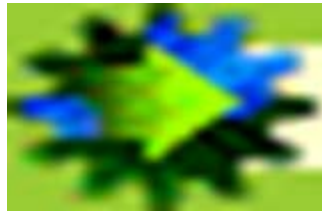
antlers, difficult,
prodded, glared,
advice, offer, fainted,
lovely, decked,
several, decorate,
wandered, milliner,
arrived, assistants,
sighed, eventful,
overjoyed



Independent Word Learning

Summary:

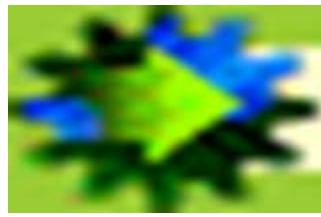
- A primary focus of instruction in K-3 should be on developing critical beginning reading skills.
- Encourage wide independent reading.
- Read storybooks aloud to children with interactive discussions to develop vocabulary.
 - *Narrative & especially informational texts*
- Teach strategies for contextual analysis and morphemic analysis.



Vocabulary Instruction

Effective vocabulary instruction:

1. Provides students the skills and opportunities to learn vocabulary independently.
2. Teaches students the meanings of unfamiliar words and concepts.
3. Nurtures an appreciation and consciousness of words and their use.



Direct Vocabulary Instruction

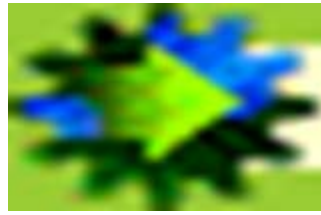
The Role of Direct Vocabulary Instruction

300 - 400 new word meanings can be taught a year through direct instruction. This is a significant proportion of the words that many students will learn.

(Stahl & Shiel, 1999)

Because children with weaker vocabularies are less likely to learn new words from incidental exposure than children with larger vocabularies, teachers need to provide more explicit vocabulary instruction for children with smaller vocabularies.

(Nicholson & Whyte, 1992; Robbins & Ehri, 1994; Senechal, Thomas, & Monker, 1995)



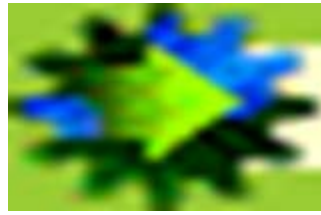
Direct Vocabulary Instruction

Selecting words to teach

Select vocabulary words to teach from books you are reading aloud, from text that students are reading independently, or that are related to the content of instruction (e.g., science, social studies).

Target vocabulary should include:

- Words that are important for understanding the text or content (and that are not explained within the text).
- Words that students will encounter often, functionally important words.

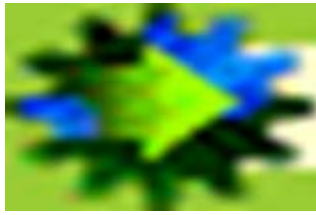


Direct Vocabulary Instruction

Selecting words to teach

Target vocabulary should usually **not** include:

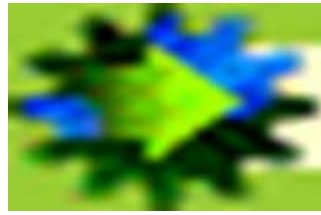
- Sight words (e.g., Dolch words)
- Just words that students can decode (especially in the early grades)
- Spelling words



Direct Vocabulary Instruction

	Tier 1	Tier 2	Tier 3
Description	Basic words that most children know before entering school	Words that appear frequently in texts and for which students already have conceptual understanding	Uncommon words that are typically associated with a specific domain
Examples	clock, cold, happy	avoid, fortunate, adapt	entomologist peninsula, bucolic

(Beck, McKeown, Kucan, 2002)



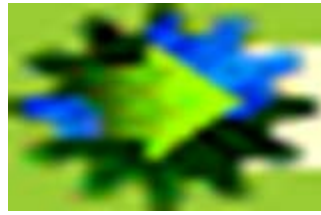
Direct Vocabulary Instruction

When to teach Tier 1 Words

- Don't assume that all students will know Tier 1 words (especially English learners & students placed at risk)
- Probe to determine if students know words and teach as necessary

When to teach Tier 3 Words

- Teach in content area subjects--social studies, earth science, biology, physical science
- Teach as needed



Direct Vocabulary Instruction

Direct vocabulary instruction is more effective when teachers:

- Provide clear and understandable definitions.
- Use both definitions and context.
- Provide varied and rich opportunities to interact with words.
- Structure ample review and opportunities for learning.



Clear & Understandable Definitions

Teachers should present meanings of target words through instruction that is direct and unambiguous. Meanings should be presented using clear, consistent, and understandable wording.

Examples:

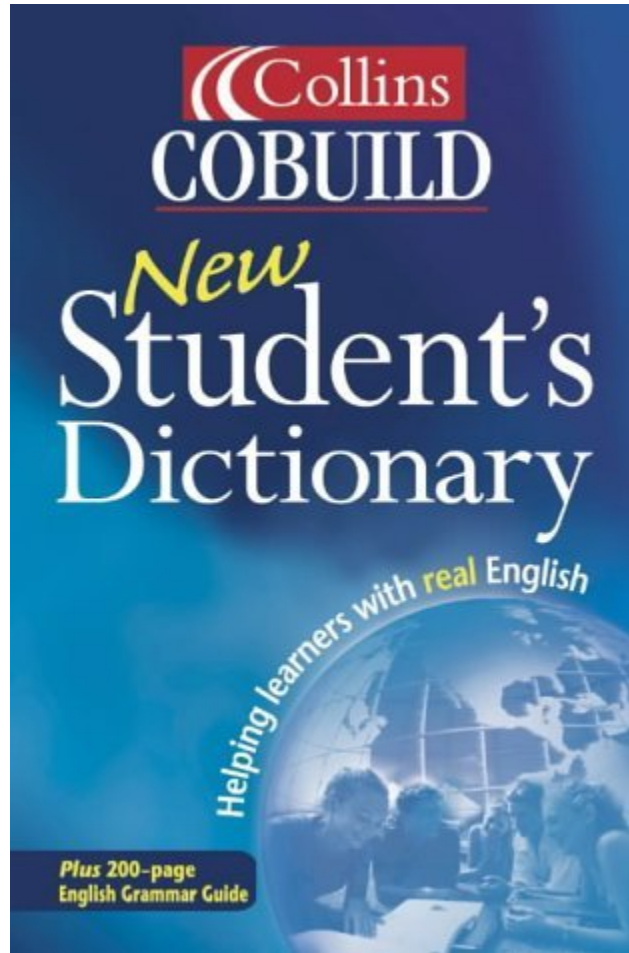
sturdy: soundly constructed or constituted

cottage: smallish frame dwelling

sturdy: strong

cottage: a little house

Clear & Understandable Definitions



It has excellent sentences and doesn't use a lot of big words to define other words, nor does it give circular definitions (defining cat as an animal and an animal as a cat)....

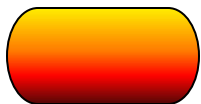
Paperback: 1088 pages
Publisher: Harpercollins
Canada; 2nd edition (January 2002)
ISBN: 0007120346



Clear & Understandable Definitions

Definitions can be reinforced with:

- Gestures (especially for English learners)
- Pictures (check out Google Images)
- Objects
- Examples and Nonexamples



Definition & Context

When introducing a new vocabulary word, teachers should provide a simple definition or synonym and then model the definition within the context of a sentence or story.

Example:

(From *Where the Wild Things Are*)

Let the wild rumpus start!

“*Rumpus* means ‘wild play’. Now I’ll say the sentence with the words that mean the same as *rumpus*. ‘Let the wild play start.’”





Definition & Context

When introducing a new vocabulary word, teachers should provide examples of the word used in contexts different from the story context.

Example:

(From *Where the Wild Things Are*)

Let the wild rumpus start!



“Other things could also be a rumpus or wild play. ‘*We were having a pillow fight that got crazy and turned into a rumpus!*’ or ‘*The puppies were having a rumpus, rolling around and barking.*’

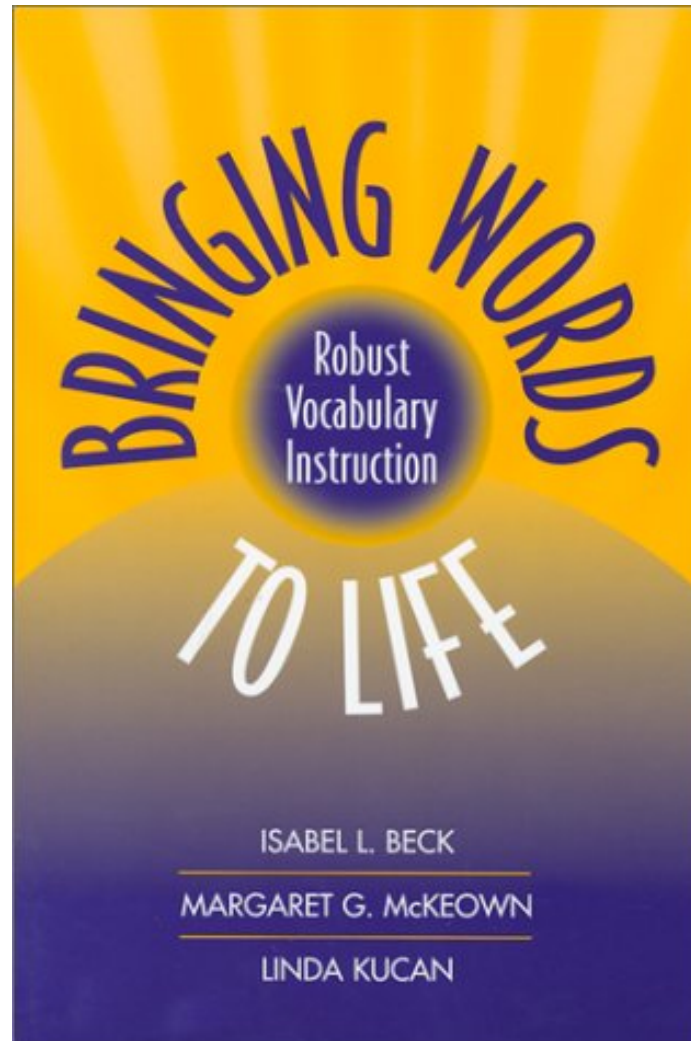


Varied & Rich Interactions

Teachers should provide children with opportunities to discuss words in extended discourse before and after reading. Additionally, teachers should provide children with tasks that challenge them to process word meanings at a deeper and more complex level.

Ways to provide varied and rich opportunities to practice

- Finding a synonym or antonym
- Making up a novel sentence with the word
- Classifying the word with other words
(e.g., concept maps, word maps, semantic maps)
- Relating the definition to one's own experience



Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.



Varied & Rich Interactions

Examples that Encourage Deep Processing:

Which word goes with fabulous - o.k. or super?

Why does super go with fabulous?

Is fabulous if you fall and scrape your knee?

What would it be?

Maria thought her car was fabulous because. . .

The family had a fabulous time at the park.

How could a family have a fabulous time?

When have you had a fabulous time?

Is a masterpiece fabulous? Why?

The concert was the best he had ever heard. Every note seemed perfect. Am I talking about fabulous or discover?



Varied & Rich Interactions

Examples that Encourage Deep Processing:

Let's play a word game. I'll tell you about some things. If you think it is strong, say "That's sturdy!" If you think it is not very strong, say "Uh oh, that's not very sturdy!"

Examples:

- A big jet airplane in the sky.
- A little paper airplane on a windy day.
- A tall tower made of cards.
- This school.
- A big huge rock.
- A snowman on a hot sunny day.



Varied & Rich Interactions

Examples that Encourage Deep Processing:

Do you think a cauldron is sturdy? Why?

Would you be approaching a cauldron that was full of snakes? Why?

If a storm was approaching, would you go into a sturdy house ? Why?

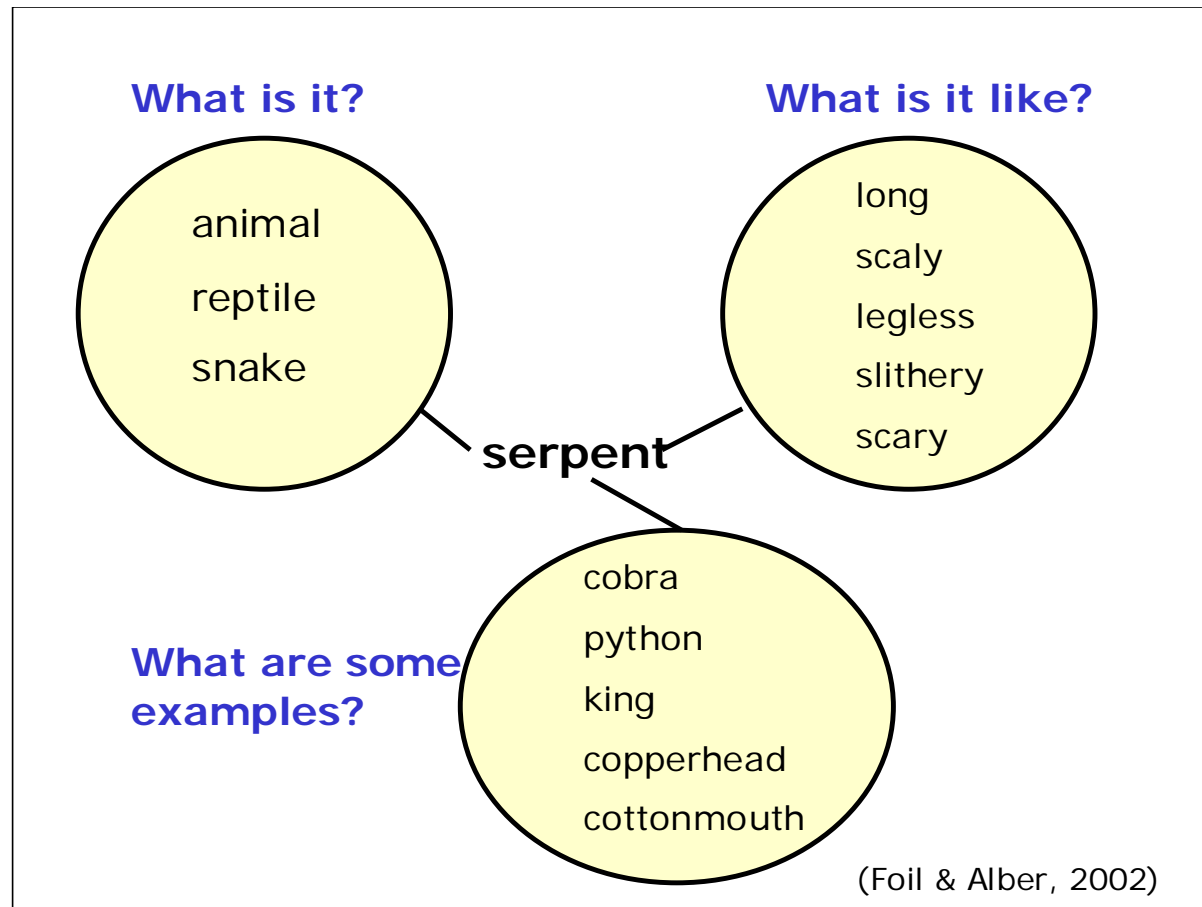
Would you put a cauldron on a chair that wasn't sturdy? Why?

What would you do if a dog was approaching your cauldron full of food? Why?



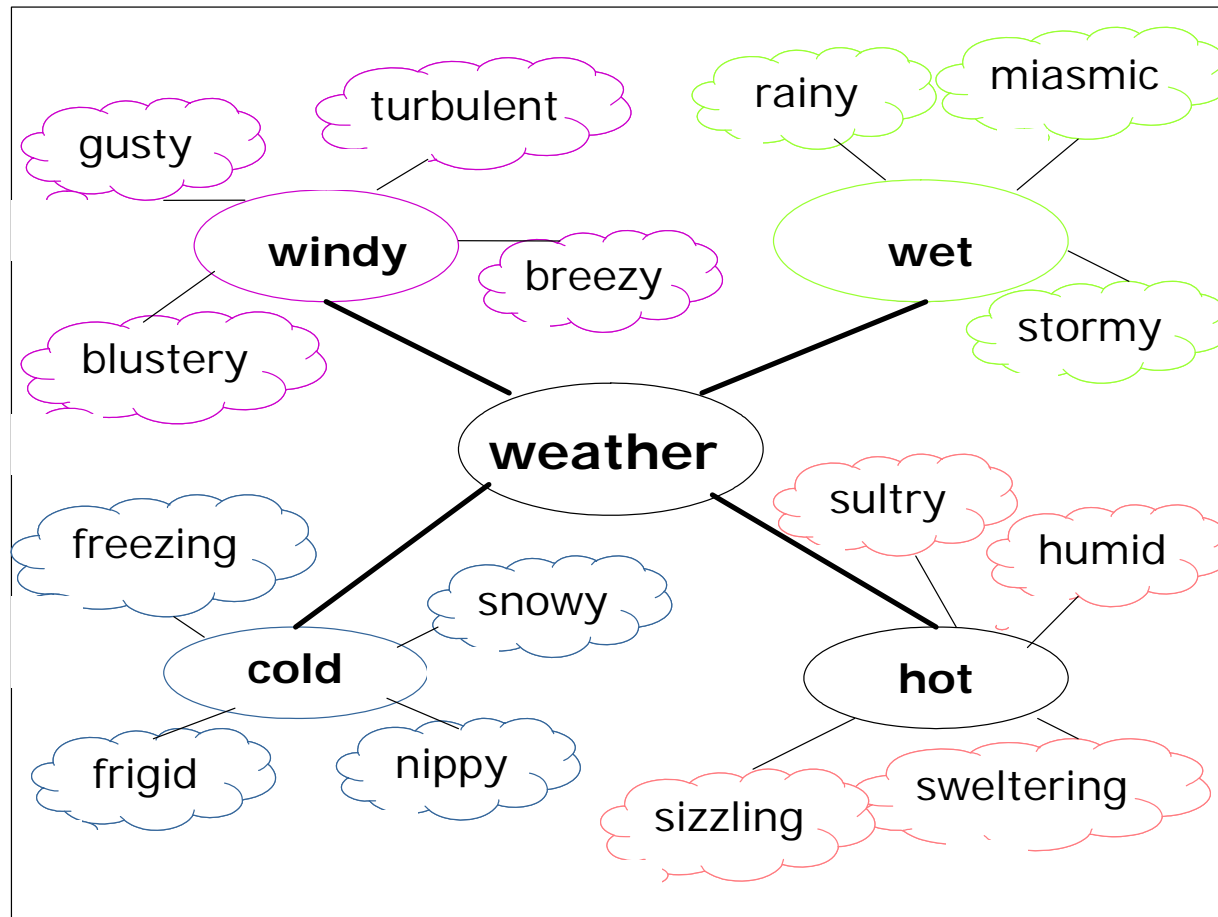
Varied & Rich Interactions

Examples that Encourage Deep Processing:



Varied & Rich Interactions

Examples that Encourage Deep Processing:

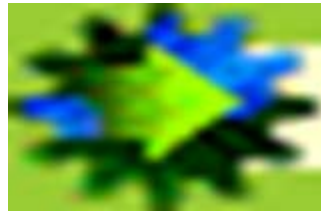




Ample Review

Storybooks should be read to children multiple times.

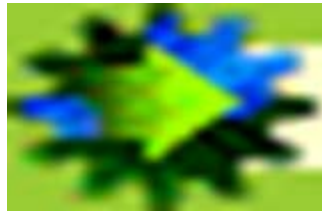
Students should be given the opportunity to discuss words multiple times both within and across lessons.



Direct Vocabulary Instruction

Summary:

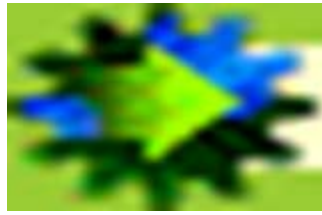
- Choose Tier 2 words books you are reading aloud (narrative & informational), from text that students are reading independently, or that are related to the content of instruction (e.g., science, social studies).
- Choose words that will enhance the meaning of the text or content and that are important for students to know.
- Teach word meanings directly by providing clear and understandable definitions.
- Model word meanings by using both definitions and context.
- Provide students with the opportunity to process the words “deeply”
- Discuss the words multiple times within and across lessons.



Vocabulary Instruction

Effective vocabulary instruction:

1. Provides students the skills and opportunities to learn vocabulary independently.
2. Teaches students the meanings of unfamiliar words and concepts.
3. Nurtures an appreciation and consciousness of words and their use.

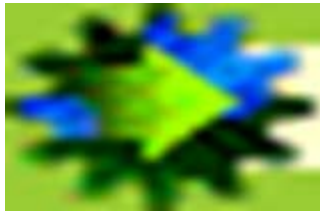


Word Consciousness

Good vocabulary teaching makes students excited about words and leads them to attend more closely to them.

(Stahl & Shiel, 1999)

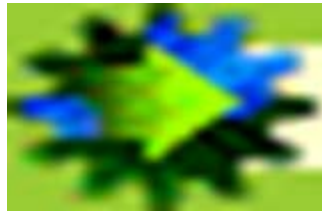
Word Consciousness – An understanding of and interest in words, how they are used, and their importance in learning and communicating



Word Consciousness

- Ms. K: Good afternoon.
- Darleen: Salutations, Ms. K.!
- Melissa: Greetings!
- Daniel: Hello!
- Ms. K.: So, how was recess?
- Beth: Invigorating.
- Thomas: Exhausting. We played football!
- Laura: Delightful. There was a lovely breeze.
- Jorge: Abbreviated. It was too short for me!

(Beck, McKeown, Kucan, 2002, p. 116)



Word Consciousness

Students who possess word consciousness:

- Appreciate and understand words and their use
- Enjoy learning new words
- Use words creatively
- Understand how words and concepts are related across different contexts

To increase word consciousness, teachers can:

- Model using elaborate and extended language throughout the day
- Draw attention to words, their meanings, and their use
- Read aloud good literature
- Communicate their own appreciation and love of words
- Have fun with words and language

Organizing Questions

3. How do we select, evaluate, enhance, and implement effective vocabulary instructional strategies and programs?



Direct Vocabulary Instruction: The Challenge

- It is impossible to teach directly all that words that students need to know.



How can we best leverage scarce instructional time?

Vocabulary Instruction

Given limited instructional time, do we:

1. Teach more word meanings but spend less time on each word?

or

2. Teach fewer word meanings but spend more time on each word?

Tri-level Approach

Incidental Exposure

Read storybooks to children that contain varied and complex vocabulary.

- Much of children's vocabulary development occurs as the result of incidental and cumulative exposure.

Embedded Instruction

Provide embedded instruction on a subset of words from the storybook.

- Target words that students are unlikely to know and that they will continue to encounter in school and in texts.

Extended Instruction

Provide extended instruction on a subset of words from the storybook.

- Target words that are essential for understanding important ideas and concepts in the story and that students need to make immediate use of.

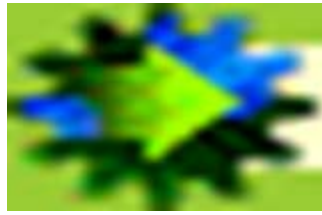
Tri-level Approach

Introducing Words (Embedded Instruction)

- Identify Tier II words
- Develop student friendly definitions (gestures, pictures, etc.)
- Model using the word in multiple contexts (story context & non story contexts)
- Give students opportunities to pronounce word

Interacting with Words (Extended Instruction)

- Develop activities that provide varied and rich opportunities to interact with words
- Structure ongoing review and practice



Evaluating a Lesson

Curriculum Example: Developing Story Vocabulary

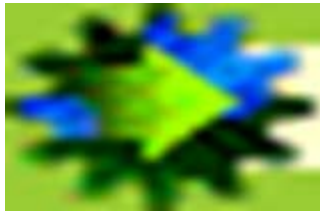
- Print each word below on an index card. **Display** each card and **read** the word, then have the children **repeat** it. Then **read** the word again and **provide the definition** with students repeating.
- Have children **open** their books to page 37 for sentence reading. Have them **read** the first sentence and **identify** the vocabulary word. **Call on volunteers** to **define** the vocabulary word. **Repeat** with remaining sentences.

breaks—splits into parts

grew—got bigger

sown—planted

brewed—boiled with tea leaves



Evaluating a Lesson

Rating the Lesson

Does the lesson teach word meanings directly by providing clear and understandable definitions?	<input checked="" type="radio"/>	0	<input type="radio"/>
Does the lesson model word meanings by using both definitions and context?	<input checked="" type="radio"/>	0	<input type="radio"/>
Does the lesson provide students with the opportunity to process the words “deeply”?	<input checked="" type="radio"/>	0	<input type="radio"/>
How well do you feel the lesson will meet the needs of the students?	<input checked="" type="radio"/>	0	<input type="radio"/>

Curriculum Example: Developing Story Vocabulary

- Print each word below on an index card. **Display** each card and **read** the word, then have the children **repeat** it. Then **read** the word again and **provide the definition** with students repeating.

breaks—splits into parts

grew—got bigger

sown—planted

brewed—boiled with tea leaves

- Have children **open** their books to page 37 for sentence reading.
- “I’ll read the first sentence. *After the seeds were sown, Jack went inside for the night.* I noticed that one of our new words was in that sentence – sown. Sown means planted. Now I’ll read the sentence again with our definition. *After the seeds were planted, Jack went inside for the night.*”
- “We can use the word sown or planted in other ways too. ‘*Jo raked the dirt, dug the holes, and put in the seeds. Finally, the garden was sown.*’”

(Lesson repeats same modeling procedure with the next sentence.)

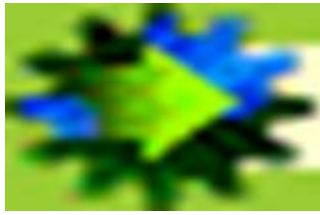
Curriculum Example: **Developing Story Vocabulary**

- “Now its your turn. Lets read the next sentence together. *That night, the beanstalk grew.* Raise your hand if you noticed one of our new words.”

(Have students **identify** the vocabulary word and **provide** the definition.)

“Yes, that’s right. Grew means got bigger. Now lets read the sentence with our definition. *That night, the beanstalk got bigger.*”

“We can use the word grew or got bigger in other ways too. *‘The puppy grew and grew. Before long he couldn’t fit into his crate anymore.’*”
- (Use the following questions to facilitate discussion of the word grew. Encourage students to **use** the word grew in their responses. Ensure that all students have an opportunity to **contribute** to the discussion.)
 - “Have any of you every planted anything that grew? What?”
 - “The (tree, puppy, fire, etc.) grew because...”
 - “Do you think a (rock, river, building) ever grew? Why or why not?”
 - “Before Jack knew it, the beanstalk was taller than the house. Am I talking about brewed or grew?”(Lesson repeats same practice procedure with the remaining words.)



Evaluating a Lesson

Enhancements:

- Modeled multiple examples of providing the definition, using it in the context of the sentence, and other contexts.
- Provided students with opportunities to practice providing the definition, using it in the context of the sentence, and other contexts.
- Facilitated using and discussing words at a deeper level.